

Narrative Writing Rubric Grade 5

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> engages and orients the reader by establishing a context (6W3a) introduces a narrator and/or characters (6W3a) organizes an event sequence that unfolds naturally and logically (6W3a) uses a variety of transitions words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (6W3c) skillfully provides a conclusion that follows from the narrated experiences or events (6W3e) skillfully produces clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> orients a reader by establishing a situation and introducing a narrator and/or characters (5W3a) organizes an event sequence that unfolds naturally (5W3a) uses transitional words, phrases, and clauses to manage the sequence of events (5W3c) provides a conclusion that follows the narrated experiences or events (5W3e) produce clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to orient a reader by establishing a situation and introducing a narrator and/or characters attempts to organize an event sequence that unfolds naturally attempts to use transitional words, phrases, and clauses to manage the sequence of events attempts to provide a conclusion that follows the narrated experiences or events attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to orient a reader by establishing a situation and introducing a narrator and/or characters makes little or no attempt to organize an event sequence that unfolds naturally makes little or no attempt to use transitional words, phrases, and clauses to manage the sequence of events makes little or no attempt to provide a conclusion that follows the narrated experiences or events makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> uses narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters (6W3b) uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events (6W3d) uses relevant information from multiple print and digital sources, when appropriate (6W8) appropriately quotes or paraphrases while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> uses narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (5W3b) uses concrete words and phrases and sensory details to convey experiences or events precisely (5W3d) summarizes or paraphrases information in finished work (5W8) uses relevant information from experiences or print and digital sources, when appropriate (5W8) provides a list of sources, when appropriate (5W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations attempts to use concrete words and phrases and sensory details to convey experiences or events precisely attempts to summarize or paraphrase information in finished work attempts to use relevant information from experiences or print and digital sources, when appropriate attempts to provide a list of sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations makes little or no attempt to use concrete words and phrases and sensory details to convey experiences or events precisely makes little or no attempt to summarize or paraphrase information in finished work makes little or no attempt to use relevant information from experiences or print and digital sources, when appropriate makes little or no attempt to provide a list of sources, when appropriate 	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> maintains consistency in style and tone (6L3b) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6L1-2)* has errors that do not interfere with understanding (6L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (5L 1-2)* has errors that do not interfere with understanding (5L 1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Spell grade-appropriate words correctly consulting references as needed (5L2e) 	<ul style="list-style-type: none"> • Uses capitalization rules from the previous grades (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> • Use punctuation to separate items in a series (5L2a) • Use a comma to separate an introductory element from the rest of the sentence (5L2b) • Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?) (5L2c) 	<p>Verbs:</p> <ul style="list-style-type: none"> • Use the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>) (5L1b) • Uses verb tense to convey various times, sequences, states, and conditions. (5L1c) • Avoids inappropriate shifts in verb tense* (5L1d) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Use correlative conjunction (e.g., <i>either/or, neither/nor</i>) (5L1e) <p>Agreement:</p> <ul style="list-style-type: none"> • Use agreement rules from previous grade (L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> • Use from previous grade (L1g) 	<ul style="list-style-type: none"> • Use previous grade. (L1g)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.